"Teaching quality refers to strong instruction that enables a wide range of students to learn. Teaching quality is in part a function of teacher quality—teachers’ knowledge, skills, and dispositions—but it is also strongly influenced by the context of instruction: the curriculum and assessment system; the “fit” between teachers’ qualifications and what they are asked to teach; and teaching conditions, such as time, class size, facilities, and materials. If teaching is to be effective, policymakers must address the teaching and learning environment as well as the capacity of individual teachers."

Two examples:

- Policy decisions improve with practitioner input.
- PD is important, coaching is critical.

Throughout the day – please feel free to add to the story wall.

Six Word Stories
Teaching: Profession? Calling? Just a Job?
Glad we are in this together
Urgency to get conditions/support right because effective teaching is a must
Joyful learning for children and teachers
Time really is of the essence
Expectations misaligned with support and reward
It takes both: Skill and support
Creating coherence is the secret sauce
Leveraging the best of both worlds
Higher education can impact two generations
Quality must address capacity of teachers
Time for teachers’ learning and organizational supports
Improving teacher quality requires systems alignment
The best is yet to come
Evidence-based professional learning within implementation science
Effective teaching practices clear standards requirements
Individualized teaching requires ongoing learning and support
TQ = Cycle of continuous improvement
Effective PD policies → Effective teaching conditions
Leadership, context, culture, engagement, linking
Teachers teach best with critical friends
Effective teachers will change child outcomes
TQ = Equity + culture + high expectations + knowledge + coherent instruction + assessment
Emphasize teacher-child interactions and content
Pre-service and in-service both matter
Goodness of fit impacts child outcomes